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Optimizing Suture Training: Evaluating Self-Learning vs. Modified Peyton's with Expert Videos

Cyntia Asthiny Putri Sianturi[1], Feda Anisah Makiyah[2*], Pritha Maya Savitri[3], Karina Karina[2]

[1]Medical Faculty of UPN "Veteran" Jakarta
[2]Department of Surgery, Medical Faculty of UPN "Veteran" Jakarta
[3]Department of Field Medicine, Medical Faculty of UPN "Veteran" Jakarta

Email: fedaanisah@upnvj.ac.id

Abstract: Effective learning methods are crucial for improving wound suturing efficacy using expert videos. This study compared the effectiveness of self-learning and the Modified Peyton's Approach (MPA) in teaching wound suturing with expert video instruction. This experimental study enrolled 20 first-year medical students. Following a pre-test, students were randomized into two groups: a control group (n=10) using the self-learning method, and an intervention group (n=10) utilizing the MPA method. All students then completed a post-test mirroring the pre-test. Individual recordings of pre- and post-test sessions were analyzed for skill scores and total time taken. Data analysis was performed using SPSS 24. Both the self-learning and MPA groups showed significant improvement. The control (self-learning) group demonstrated significant improvements in skill scores (p=0.000) and total time taken (p=0.013). Similarly, the intervention (MPA) group showed significant improvements for both variables (p=0.004). While no statistically significant difference was found between the self-learning and MPA methods for either variable (skill scores p=0.089, total time p=0.179), the MPA group consistently demonstrated better results across both skill scores and time taken. Both self-learning and the Modified Peyton's Approach are effective methods for suture learning using expert videos, with no statistically significant difference in overall effectiveness. However, the Modified Peyton's Approach consistently led to a higher performance level in both skill acquisition and procedural efficiency.

Keywords: *Sutures Techniques, Medical Student, Self-learning, Peer-assisted learning, Modified Peyton's Approach*

INTRODUCTION

The proficiency of wound suture, both as a definitive and temporary measure, should be mastered by physicians. It is important for medical students to start learning wound suturing regardless of their future specialization (Kachare et al., 2019). In order to attain mastery of a clinical skill, it is necessary for students to engage in frequent learning and practice. In many higher education worldwide, the predominant educational strategy used by lecturers and students is traditional lecture-based teaching. Nevertheless, this conventional teaching method is viewed as passive and superficial, demanding minimal engagement from students in their learning process (Zhang & Maconochie, 2022). Furthermore, the majority of preoperative surgical training programs struggle with the task of securing the availability of experienced surgeons to effectively instruct trainees. Research indicates that trainees could potentially experience benefits when given the opportunity to actively influence their learning environments, or in other words, to do self-learning (Safir et al., 2013). The use of experts' instructional videos helps students to do self-learning (Kumins et al., 2021; Wu et al., 2021; Grady et al., 2022). With the aid of videos, students can engage in self-learning at their convenience, anytime and anywhere. They have the flexibility to adjust the playback speed, repeat certain sections, or pause the video as per their individual needs (Routt et al., 2015).

However, there are studies that refute the conclusion about self-learning solely from videos is sufficient and emphasize the need for expert or peer involvement (Tejos et al., 2021). In the absence of expert or peer involvement, students do not receive feedback regarding their work. Without feedback from different perspectives, the likelihood of individuals being able to identify areas for improvement and enhance their abilities becomes minimal (Tejos et al., 2021). The limited availability of experienced surgeons to effectively instruct trainees encourages an increase in research that explores the application of peer-assisted learning (PAL) methods. Researches have stated that PAL offers numerous benefits, including overcoming limited teaching resources, providing a familiar environment for practice, enhancing teaching skills, and minimize gaps of understanding between students (Zhang & Maconochie, 2022).

Peer-assisted learning (PAL) encompasses educational strategies where students gain knowledge and skills from their peers rather than exclusively from expert instructors (Olaussen et al., 2016). The Modified Peyton's Approach (MPA) is a commonly used instructional strategy within PAL, based on the original four-step approach established by the European Society of Cardiology in 2000 (Bekele et al., 2019). Peyton's original approach is structured for procedural skills training, comprising a sequence of demonstration, deconstruction, comprehension, and assessment. The primary strength is found in the robust cognitive scaffolding established during the comprehension phase, wherein

learners articulate each procedural step as the instructor executes the task, thus improving understanding, retention, and psychomotor integration (Jawhari et al., 2012). Nonetheless, a significant limitation of the original method is its dependence on a 1:1 instructor-to-student ratio, which constrains scalability and practicality in medical schools with large student populations and restricted faculty resources (Yap et al., 2016).

Yap et al. (2016) introduced the Modified Peyton's Approach (MPA) to address this limitation, adapting the method for small-group and peer-assisted settings typically found in undergraduate medical education. MPA maintains the fundamental pedagogical framework of the original method while reallocating instructional responsibilities among students, thus diminishing reliance on expert instructors. The initial demonstration and deconstruction stages in MPA are instructor-led, which ensures procedural accuracy and standardization. The comprehension stage, recognized as a crucial element of the learning process (Jawhari et al., 2012), is preserved yet altered through the pairing of students, with one articulating the procedure while the other executes it. This is succeeded by a role reversal, enabling both learners to alternate between cognitive explanation and psychomotor execution prior to assessment.

The primary benefit of MPA lies in its efficiency and scalability, facilitating active learning in larger cohorts while ensuring learner engagement and the repetition of essential procedural steps. Peer interaction fosters collaborative learning and may mitigate performance anxiety. However, the method presents potential weaknesses, such as variability in the quality of peer feedback and diminished direct expert supervision, which could impact skill accuracy if not properly monitored. Despite these limitations, MPA provides a practical equilibrium between educational efficacy and resource availability, rendering it especially appropriate for procedural skills training within modern medical curricula.

With the availability of wound suture instructional videos created by experts, the instructions from the experts can still be effectively conveyed to students (Kumins et al., 2021). Therefore, in this study, the role of the instructor can be fulfilled through faculty expert videos. A study conducted by Kumins' concluded that self-learning in wound suturing using videos is effective (Kumins et al., 2021). On the other hand, Yap's research suggested that wound suturing education requires the application of Fitts and Posner's learning phase principles, specifically the modified Peyton's Approach (MPA) (Yap et al., 2016).

This study is innovative in three ways. First, it explicitly compares video-based self-learning with the Modified Peyton's Approach (MPA) for wound suturing abilities, unlike earlier studies. Second, this study uses expert instructional videos to replace direct instructor interaction in the MPA framework, addressing faculty availability while maintaining structured

procedural learning. Third, it provides empirical results from Indonesian first-year medical students, a demographic and educational context underrepresented in procedural skills training literature.

METHODS

1. Participants and randomization

The sample size was 20 students, based on Roscoe, who mentioned that a simple experiment needs intervention and control groups, with each group size being 10-20 students (Yani, n.d.). The participants were students from the second semester of the School of Medicine at UPN Veteran Jakarta.

The authors utilized a simple random sampling method. They initiated the process by sending email invitations to second-semester medical students at Universitas Pembangunan Nasional "Veteran" Jakarta (the number of students in the second semester was 150). 60 respondents wrote their consent, and the numbers 3, 6, 9, etc. were chosen, and we got 20 respondents. Ethical approval for this study was granted by the Research Ethics Committee for Health Studies of Universitas Pembangunan Nasional “Veteran” Jakarta (Approval No. 212/V/2023/KEPK). All participants have agreed to remain anonymous in surveys and assessments conducted for research purposes.

2. Workflow

All students initially completed a pre-test, which involved performing four simple interrupted sutures using the provided kit. The study analyzed skill scores and total time taken as the variables. Subsequently, the students were divided into two groups: the self-learning method (control group) consisting of 10 students, and the MPA method (intervention group) consisting of the other 10 students. All students then completed a post-test, which mirrored the tasks of the pre-test. Both pre-test and post-test sessions were recorded for subsequent review, with skill scores and total time is taken being assessed. The session duration was 45 minutes. Figure. 1 outlines the workflow.

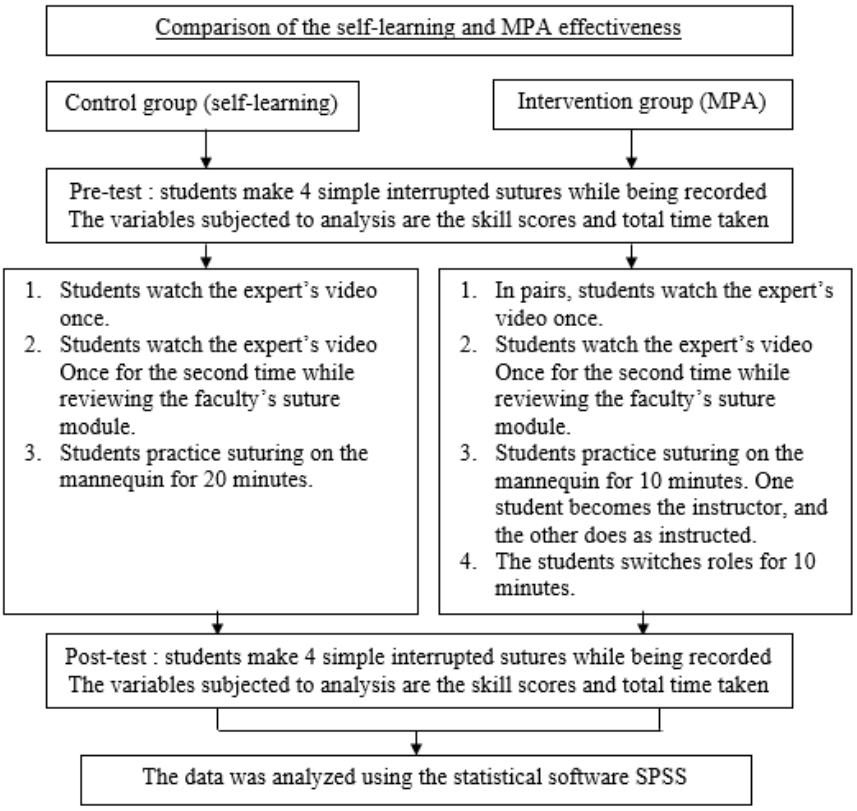

Figure. 1. The workflow diagram

3. Teaching methodologies

Self-learning as the control group: The students watched a video presented by an expert once. Then, the students rewatched the video once again while reviewing the faculty's module. Afterwards, the students independently practiced wound suturing on a mannequin for a duration of 10 minutes.

MPA as the intervention group: The students break off in pairs. They watched a video presented by an expert once. Then, the students rewatched the video once again while reviewing the faculty's module. Afterwards, one student practiced wound suturing on a mannequin for a duration of 10 minutes, while the other explained the procedure. Finally, they switched roles.

4. Material

Each participant was provided with a suture kit, which included a soft leather-covered foam as the synthetic skin mannequin, a needle-holder, a grasper, and 2-0 size silk sutures. The video is made by one of the faculty's surgical experts, uploaded on the faculty's YouTube channel (https://youtu.be/keaXDyMi070).

5. Evaluation

Prior to randomization, the video recordings of the pre-test were conducted. Similarly, the post-test video recordings took place immediately after the final training session. The author analyzed the video recordings of the participants. Performances were assessed and times were recorded, resulting in individual scores.

6. Data analysis

The skill scores were based on ten tasks, each worth one point, as outlined in the university's module and University of Bergen suturing skills assessment tool (UBAT) (Almeland et al., 2020), as seen on Table 1.

Table 1. Skill score indicators' table

Indicator	Yes	No
Correctly handling instruments	1	0
Placing the needle holder at the appropriate position (1/3) from the thread loop's end)	1	0
Holding forceps correctly	1	0
Penetrating the tissue at the correct angle (90^{o})	1	0
Maintaining proper suture placement	1	0
Leaving enough thread for knotting (3-4 cm)	1	0
Executing a surgeon's knot correctly	1	0
Tying a correct square knot	1	0
Creating parallel sutures	1	0
Handling the tissue gently	1	0
Total skill score	10	
Total time taken	... seconds	

Source: Almeland et al. (2020)

The tasks included correctly handling instruments, placing the needle holder at the appropriate position, penetrating the tissue at the correct angle, maintaining proper suture placement, leaving enough thread for knotting, executing a surgeon's knot correctly, managing the suture without tangling the ends, tying a correct square knot, creating parallel sutures, and handling the tissue gently. The total time taken for suturing was recorded in seconds. Total time taken is also recorded in seconds. Higher scores and less total time taken indicate better performance, thus improvement of those aspects means effectiveness of a method.

The independent variables in this study were the skill scores and total time taken, while the dependent variable was the effectiveness of the methods based on the participants' performances. Paired-sample T-tests and Wilcoxon tests were used to assess the significance of the improvement in skill scores and

total time taken within each group. To compare the two groups, the Mann-Whitney test was used. All data analyses were performed using SPSS 24.

RESULT

A total of 20 students participated in the experiment. Table 2 presents the basic demographic information of the participants.

Table 2. Basic demographic information of the participants

	Frequency (n)	Percentage (%)
Gender		
Male	3	15
Female	17	85
Age (years old)		
18	7	35
19	11	55
20	2	10
Total	20	100

Figure. 2-3 shows the pre-test and post-test sutures of the participants. Figure 4 illustrates a participant's grasp of forceps, depicting both the incorrect and correct techniques.

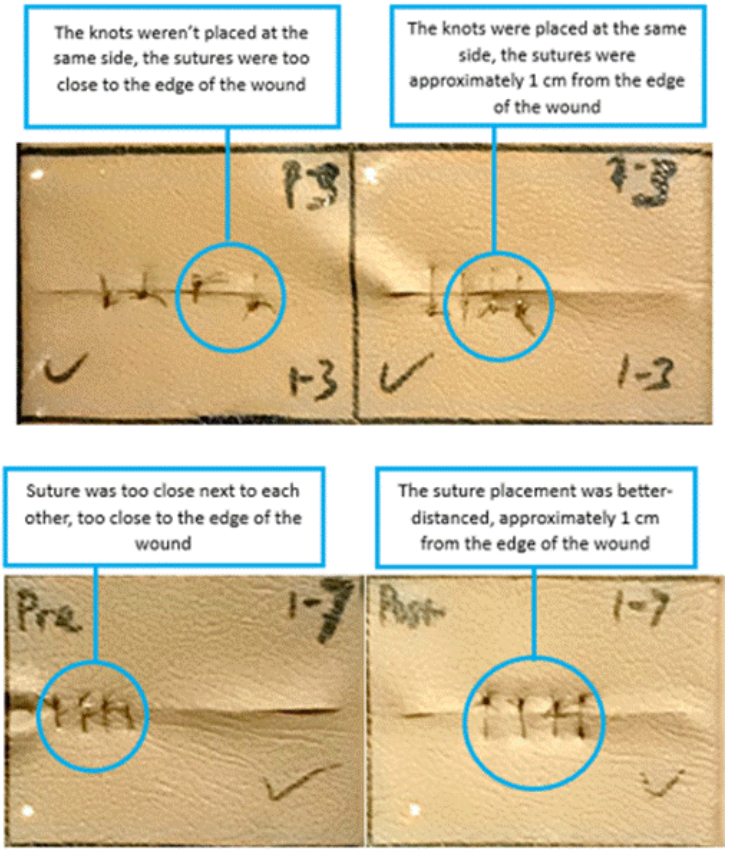

Figure. 2. Pre-test and post-test results of the participants of the control group

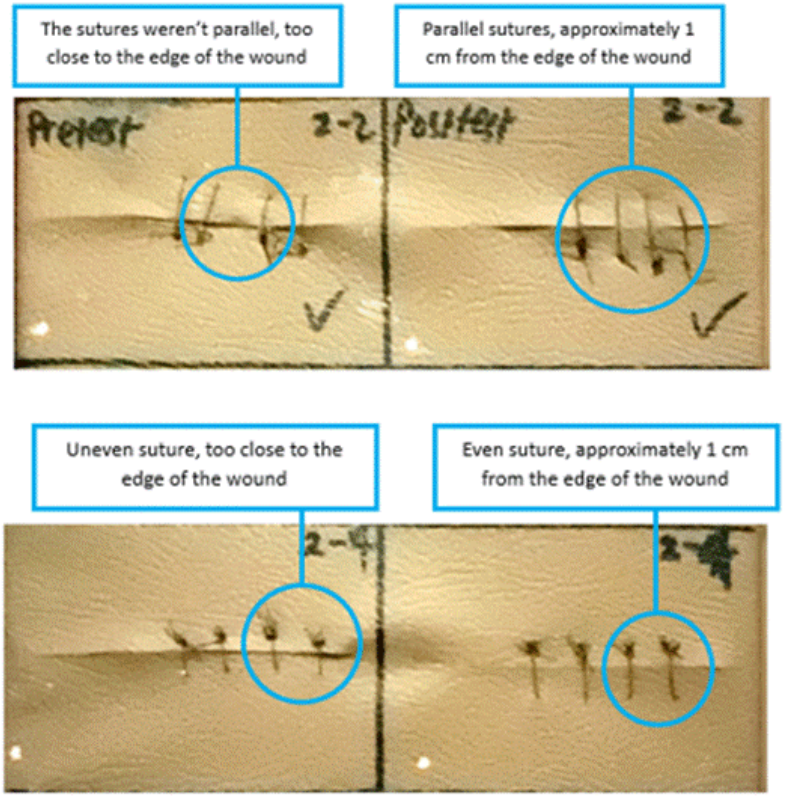

Figure. 3. Pre-test and post-test results of the participants of the intervention group

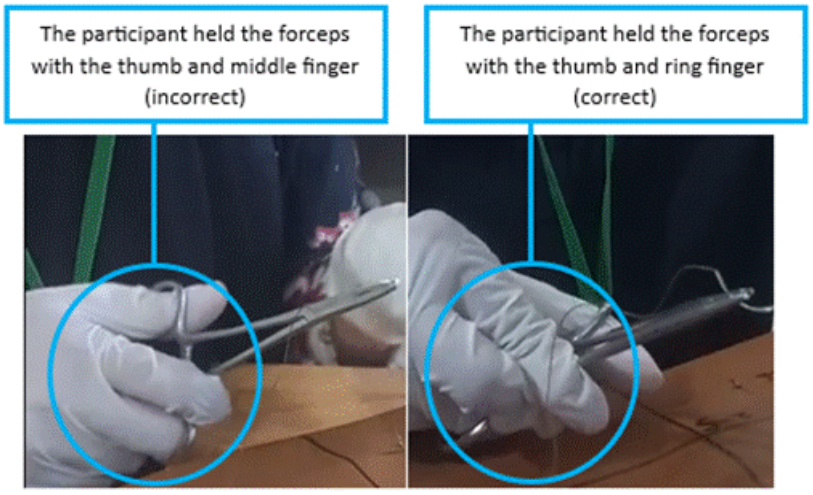

Figure. 4. The incorrect (pre-test) and correct (post-test) hold on forceps

Table 3. Descriptive statistics results and significance analysis of the groups

	Minimum	Maximum	Mean	Standard deviation	p value
Control group					
Skill score					
Pretest	4	6	4.8	0.789	0.000[a)]
Posttest	7	9	8	0.667	
Total time taken (seconds)					
Pretest	482	1054	753.5	230.885	0.013[a)]
Posttest	429	1023	572.3	171.166	
Intervention Group					
Skill score					
Pretest	4	6	5.2	0.632	0.004[a)]
Posttest	8	9	8.5	0.527	
Total time taken (seconds)					
Pretest	487	909	673.8	148.791	0.004[b)]
Posttest	345	698	489.3	127.393	
Control and intervention group significance comparison					
Posttest skill score					
Control group	7	9	8	0.667	0.089[c)]
Intervention group	8	9	8.5	0.527	
Posttest total time taken (seconds)					
Control group	429	1023	572.3	171.166	0.174[c)]
Intervention group	345	698	489.3	127.393	

[a)] Wilcoxon's test
[b)] Paired *t* test
[c)] Mann-Whitney test

Table 3 displays the results of the experiment. It shows that in both methods, there were improvement on the mean skill scores and mean total time taken. A significant portion of the participants consisted of women, representing 17 individuals (85%). The age distribution of the respondents was predominantly 19 years, with 11 students (55%) falling within this age group. The data were assessed whether they were distributed normally and homogenous. Only one pair of data were found to be normally distributed and homogeneous, allowing for parametric significance tests. The remaining data were not normally distributed, so the data were subjected to nonparametric significance tests.

Table 3 shows the significance analysis performed on the control group, the intervention group and the comparison between the two groups. In the control group, there was a significant increase in the skill score and the total time taken, as evidenced by the statistical significance (p = 0.0 and 0.013). These results indicate the effectiveness of the self-study method. While in the

intervention group there was also a significant increase in skill scores and total time taken (p = 0.004 and 0.004). This shows the effectiveness of MPA. Finally, a comparison was made between the post-test skill scores and the total time taken in each group. Between-group comparisons of post test outcomes revealed no statistically significant differences in skill scores (p = 0.089) or total time taken (p = 0.174). However, the intervention group consistently demonstrated higher mean posttest skill scores and shorter total time taken compared to the control group.

DISCUSSION

Although both methods were effective, no statistically significant differences were observed between groups in posttest skill scores and total time taken. Videos enable students to learn at their own pace, allowing for replay, pausing, and adjusting of the playback speed (Kumins et al., 2021).

The stages of the modified Peyton's Approach (MPA) are evident in this study: demonstration, where students watch instructional videos without referring to the faculty module; deconstruction, where students watch instructional videos while cross-referencing them with the faculty module; comprehension, where students work in pairs to practice wound suturing, with one student acting as the instructor explaining the procedure while the other student performs it; re-comprehension, where students switch roles; and finally, individual competency assessment for each student, where they make four wound sutures on a mannequin.

Although no statistically significant differences were observed between groups, several factors may explain this finding, including the relatively small sample size, the short duration of the intervention, and baseline similarities between participants. Although previous studies have reported superior outcomes for peer-assisted learning compared to self-learning, the present findings suggest that the use of high-quality expert instructional videos may reduce the performance gap between self-learning and MPA, particularly among early-stage learning. The benefits of peer-assisted learning were observed in this study, including overcoming limited teaching resources, providing a familiar environment for practice, and enhancing teaching skills (Grady et al., 2022).

Despite the lack of statistically significance, the consistently higher mean performance observed in the MPA group suggests a potential educational advantage. Mechanistically, MPA facilitates immediate peer feedback, explicit verbalization of procedural steps during comprehension and re-comprehension phases, and social learning through peer interaction, all of which are known to enhance procedural skill acquisition.

Both self-learning and MPA can be applied to students regardless of nationality or learning style (e.g., visual, aural, reading, kinesthetic, or mixed). In

self-learning methods students can adjust their learning style individually, while in the MPA method, learning styles were found to have no impact on the perception of MPA in a previous study (Skrzypek et al., 2020).

Retention of wound suture skills is crucial for maintaining the proficiency, requiring effective scheduling. A study reported proficiency test ratios ranging from 0% to 91.7% for students practicing once a month and four times a month, respectively (Bekele et al., 2019). Previous studies suggest that suture learning sessions should be distributed across small, scheduled sessions rather than one main instructional session (Yap et al., 2016). In another study on MPA method, it was concluded that MPA had no effect on students' skill retention (Ahmed et al., 2018). This implies that both self-learning and MPA methods should be implemented in an effective schedule to ensure students' retention of proficiency.

In conclusion, this study indicates that video-based-self-learning and MPA provide comparable short-term effectiveness in wound suturing education, with MPA demonstrating a favorable performance trend. Both methods may be optimally implemented within structured and repeated training schedules. Medical schools can also implement the MPA methods in formal suture practice sessions. Medical students also should utilize peer-assisted learning methods such as MPA while referencing reliable learning sources (Makkiyah, 2023).

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Conflict of interest

Authors confirm that writers have no conflict of interest in relation to this work.

Authors Contributions

CAPS conceived and designed the study, wrote initial and final draft of article, conducted research, provided research materials, collected and organized data, and analyzed and interpreted data.

FAM conceived and designed the study and revised the study critically for

important intellectual content. PMS conceived and designed the study and revised the study critically for important intellectual content. KK revised the study critically for important intellectual content. All authors have critically reviewed and approved the final draft and are responsible for the content and similarity index of the manuscript.

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Evaluasi Faktor Pendukung dan Penghambat Implementasi SPMI pada Perguruan Tinggi Swasta di Yogyakarta

Saiful Huda
Jurusan Manajemen Pendidikan Islam, Sekolah Tinggi Agama Islam Terpadu Yogyakarta

Email: Saifulhuda111@gmail.com

Abstract: Higher The Higher Education Quality Assurance System consists of the Internal Quality Assurance System (SPMI) and the External Quality Assurance System (SPME) or accreditation. Several study programs at a private university in Yogyakarta have received less-than-optimal accreditation results, while accreditation performance greatly depends on the effectiveness of SPMI implementation. This study aimed to identify and evaluate the supporting and inhibiting factors in the implementation of the SPMI cycle (PPEPP) in study program that have not yet achieved an excellent accreditation status. The study was limited to the implementation of SPMI referring to the national education standards for academic education. Data were collected through open-ended questionnaires and in-depth interview, and analyzed using the Miles and Huberman approach. The findings indicate that although study program have implemented SPMI, its implementation remains inconsistent, with several weaknesses identified in the PPEPP process. This study identifies various supporting and inhibiting factors in SPMI implementation, both internal and external in nature. The results are expected to provide input for higher education institutions and study program in strengthening the implementation of the PPEPP cycle within SPMI, thereby improving study program quality and supporting the accreditation process to achieve more optimal outcomes.

Keywords: *SPMI, accreditation, supporting factors, inhibiting factors, higher education quality*

Abstrak: Sistem Penjaminan Mutu Pendidikan Tinggi terdiri atas Sistem Penjaminan Mutu Internal (SPMI) dan Sistem Penjaminan Mutu Eksternal (SPME) atau akreditasi. Beberapa program studi di salah satu perguruan tinggi swasta di Yogyakarta mendapat hasil akreditasi yang kurang optimal, sedangkan keberhasilan akreditasi sangat bergantung dengan efektivitas implementasi SPMI. Penelitian ini bertujuan menemukan dan mengevaluasi faktor pendukung dan faktor penghambat dalam pelaksanaan siklus SPMI (PPEPP) pada program studi yang belum terakreditasi unggul. Penelitian dibatasi pada pada implementasi SPMI mengacu pada standar nasional pendidikan untuk pendidikan akademik. Data dikumpulkan melalui kuesioner terbuka dan wawancara mendalam, kemudian dianalisis menggunakan pendekatan Miles dan Huberman. Hasil penelitian menunjukkan bahwa meskipun program studi telah melaksanakan SPMI, implementasinya belum konsisten dan terdapat beberapa kelemahan dalam proses PPEPP. Penelitian ini mengidentifikasi beragam faktor pendukung dan faktor penghambat implementasi SPMI, baik yang bersifat internal maupun eksternal. Hasil penelitian ini diharapkan dapat menjadi masukan bagi perguruan tinggi dan program

studi dalam memperkuat implementasi siklus PPEPP dalam SPMI, sehingga mutu program studi meningkat dan dapat mendukung proses akreditasi untuk memperoleh hasil yang lebih optimal.

Kata kunci: *SPMI, akreditasi, faktor pendukung, faktor penghambat, mutu pendidikan tinggi*

PENDAHULUAN

Terdapat banyak tantangan dalam mendefinisikan jaminan mutu karena luasnya definisi yang ada. Sebagian besar definisi menekankan bahwa penjaminan mutu adalah serangkaian proses, kebijakan atau tindakan yang dilakukan secara eksternal oleh lembaga penjaminan mutu dan badan akreditasi atau secara internal di dalam institusi (Schindler dkk., 2015). Pada tahun 2023 - 2025, penyelenggaraan penjaminan mutu pendidikan tinggi mengacu pada Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi (Permendikbud Ristek) Nomor 53 Tahun 2023. Dalam ketentuan umum peraturan tersebut dijelaskan bahwa penjaminan mutu pendidikan tinggi merupakan kegiatan sistemik untuk meningkatkan mutu pendidikan tinggi secara berencana dan berkelanjutan.

Menurut Alawiyah (2012), penjaminan mutu pendidikan tinggi merupakan program sistematis untuk melaksanakan pengawasan, pengendalian, serta pembinaan perguruan tinggi untuk peningkatan mutu yang berkesinambungan. Salah satu langkah utama dalam penjaminan mutu adalah pelaksanaan evaluasi, baik evaluasi internal yang dilakukan oleh perguruan tinggi maupun evaluasi secara eksternal yang dilakukan oleh lembaga independen melalui akreditasi. Sebagai mekanisme pengendalian di tingkat institusi, Tadesse (2015) menjelaskan bahwa banyak perguruan tinggi membentuk struktur kantor penjaminan mutu yang diberi mandat untuk memantau dan menjamin mutu, dengan koordinasi oleh unit pusat penjaminan mutu. Dalam konteks Indonesia, penjaminan mutu pendidikan tinggi menjadi salah satu fokus utama kebijakan pemerintah dan merupakan bagian penting dari reformasi pendidikan tinggi (Haris, 2013).

Pasal 53 dan Pasal 52 ayat (4) UU Pendidikan Tinggi Tahun 2012 menyebutkan bahwa Sistem Penjaminan Mutu Pendidikan Tinggi terdiri atas tiga komponen. Pertama, Sistem Penjaminan Mutu Internal (SPMI) yang dilaksanakan oleh perguruan tinggi. Kedua, Sistem Penjaminan Mutu Eksternal (SPME) yang dilakukan melalui akreditasi oleh Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT) atau Lembaga Akreditasi Mandiri Perguruan Tinggi (LAM-PT). Ketiga, Pangkalan Data Pendidikan Tinggi (PDDikti) yang dikelola oleh setiap perguruan tinggi dan Kemenristekdikti sebagai sumber data dan informasi implementasi SPMI dan SPME.

SPMI sebagai salah satu sub sistem dari SPM Dikti, bertujuan meningkatkan mutu pendidikan tinggi secara sistemik dan berkelanjutan sehingga tumbuh dan berkembang budaya mutu. Tujuan ini hanya dapat dicapai apabila setiap perguruan tinggi telah mengimplementasikan SPMI dengan baik dan benar, kemudian hasil penerapannya dievaluasi melalui akreditasi (SPME).

Naskah Akademik Akreditasi Program Studi menyebutkan bahwa hasil

penerapan SPMI di perguruan tinggi menjadi dasar bagi BAN-PT atau LAM-PT dalam menetapkan status serta peringkat akreditasi perguruan tinggi maupun program studi. Proses akreditasi juga menilai keberadaan, efektivitas dan konsistensi pelaksanaan SPMI termasuk tingkat ketercapaian standar yang ditetapkan perguruan tinggi. Dengan demikian, SPME atau akreditasi tidak dapat dipisahkan dari implementasi SPMI. Apabila SPMI belum diimplementasikan secara optimal, maka hasil SPME juga tidak mencapai tingkat yang maksimal.

Peneliti melakukan wawancara dengan pimpinan Badan Penjaminan Mutu (BPM) salah satu perguruan tinggi swasta periode 2019 – 2024 di Yogyakarta. Dari wawancara tersebut diperoleh informasi bahwa beberapa program studi masih menghadapi kendala dalam pelaksanaan SMPE/Akreditasi. Kendala utama yang muncul adalah ketidak siapan dalam menyiapkan dan menyajikan data yang diperlukan selama proses *assessment*, sehingga berdampak pada capaian akreditasi yang kurang optimal. Pada perguruan tinggi tersebut terdapat sepuluh program studi sarjana yang memperoleh peringkat akreditasi B.

Hal ini mendorong peneliti melakukan analisis mengenai pelaksanaan SPMI pada program studi di perguruan tinggi swasta di Yogyakarta, mengingat keberhasilan SPME sangat bergantung pada efektivitas implementasi SPMI. Penelitian ini bertujuan untuk menemukan dan mengevaluasi faktor pendukung dan faktor penghambat dalam implementasi SPMI pada program studi, sehingga temuan penelitian dapat menjadi masukan dalam penguatan siklus PPEPP dalam SPMI. Optimalisasi faktor pendukung dan mitigasi faktor penghambat diharapkan mampu meningkatkan mutu program studi serta mendukung pencapaian akreditasi yang lebih optimal.

METODE

Metode pengumpulan data yang digunakan di penelitian ini adalah kuesioner terbuka dan wawancara mendalam. Kuesioner terbuka memberikan kesempatan bagi responden untuk mengemukakan pendapatnya sesuai dengan pandangan dan pengalaman yang dirasakan (Sugiyono, 2019). Kuesioner terbuka disusun untuk memperoleh data mengenai faktor-faktor pendukung dan faktor-faktor penghambat dalam pelaksanaan Sistem Penjaminan Mutu Internal (SPMI) pada tingkat program studi, khususnya terkait implementasi siklus PPEPP. Kuesioner ini memuat pertanyaan mengenai hambatan yang dihadapi program studi, faktor pendukung pelaksanaan SPMI, serta peran Fakultas dan Badan Penjaminan Mutu (BPM) dalam mendukung implementasi SPMI, baik peran yang telah berjalan maupun peran yang diharapkan ke depan.

Creswell (2014) menjelaskan bahwa wawancara dalam penelitian kualitatif digunakan untuk menggali makna yang diberikan partisipan terhadap pengalaman dan fenomena yang mereka alami, sehingga peneliti dapat memperoleh pemahaman yang lebih mendalam. Wawancara mendalam dilakukan secara semi-terstruktur dengan menggunakan pedoman wawancara yang disusun berdasarkan implementasi siklus PPEPP dalam Sistem Penjaminan Mutu Internal (SPMI). Pedoman wawancara mencakup pertanyaan mengenai kebijakan dan program Badan Penjaminan Mutu (BPM), peran fakultas dalam mendukung pelaksanaan SPMI, pelaksanaan siklus PPEPP pada tingkat program studi, serta faktor-faktor pendukung dan penghambat implementasi SPMI. Selain

itu, wawancara juga menggali kendala program studi yang belum memperoleh akreditasi unggul serta harapan dan rekomendasi Fakultas terhadap BPM dan program studi dalam rangka penguatan implementasi SPMI.

Data yang diperoleh melalui kedua teknik tersebut kemudian dianalisis menggunakan pendekatan interaktif yang meliputi tiga tahap utama: reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Pada tahap reduksi data, peneliti menyederhanakan, mengelompokkan, dan mengabstraksikan data mentah berdasarkan tema-tema utama terkait faktor pendukung dan penghambat implementasi SPMI. Selanjutnya, pada tahap penyajian data, data disajikan dalam bentuk matriks, tabel, dan narasi tematik untuk memudahkan identifikasi pola dan hubungan antar-tema (Miles dkk., 2014). Tahap terakhir, penarikan kesimpulan dan verifikasi dilakukan melalui triangulasi antara sumber data serta pengecekan ulang konsistensi interpretasi untuk memperkuat validitas analisis.

Lokasi penelitian dilaksanakan di salah satu perguruan tinggi swasta di Yogyakarta. Perguruan tinggi tersebut adalah salah satu perguruan tinggi yang cukup besar dan telah memperoleh akreditasi institusi unggul, namun beberapa program studi masih memiliki status program studi yang belum optimal. Untuk menjaga kerahasiaan institusi serta memenuhi prinsip dan kode etik penelitian, nama perguruan tinggi yang menjadi lokasi penelitian tidak dicantumkan dalam artikel ini.

Populasi penelitian ini adalah program studi sarjana yang mendapatkan hasil akreditasi yang belum memuaskan. Terdapat 10 program studi sarjana yang terakreditasi B berlaku pada tahun 2024. Berdasarkan Rumus Krejcie dan Morgan, dengan p (proporsi populasi) = 0,50 dan d (derajat ketelitian) = 0,05 (tingkat kepercayaan 95%), jika populasi sejumlah 10, maka sampel yang dibutuhkan juga sejumlah 10. Program studi sarjana tersebut adalah Akuntansi, Ekonomi Pembangunan, Kedokteran, Matematika, Perbankan Syari'ah, PG PAUD, Pendidikan Vokasional Teknik Elektronika, Pendidikan Vokasional Teknologi Otomotif, Teknik Industri, dan Teknik Pangan.

Responden kuesioner terbuka terdiri dari kepala program studi, sekretaris program studi, penjamin sistem mutu program studi dan dosen. Informan wawancara terdiri dari dekan fakultas, penjamin sistem mutu fakultas, Kepala Badan Penjaminan Mutu Universitas, serta Kepala Badan Perencanaan dan Pengembangan Universitas.

Fokus penelitian ini adalah pada implementasi SPMI siklus PPEPP, yang terdiri dari proses Penetapan, Pelaksanaan, Evaluasi, Pengendalian, dan Peningkatan Standar Dikti. Ruang lingkup dan batasan penelitian dibatasi pada Standar Nasional Dikti (SN DIKTI) nomor 1, yaitu standar terkait Pendidikan akademik, yang terdiri atas standar kompetensi lulusan, standar isi pembelajaran, standar proses pembelajaran, standar penilaian pembelajaran, standar dosen dan tenaga kependidikan, standar sarana dan prasarana pembelajaran, standar pengelolaan pembelajaran dan standar pembiayaan pembelajaran.

Adapun keterbatasan penelitian ini adalah sebagai berikut. Pertama, penelitian hanya mencakup implementasi SPMI pada standar nasional pendidikan dan tidak meliputi standar nasional penelitian serta standar nasional

pengabdian kepada masyarakat. Kedua, meskipun informan wawancara berasal dari berbagai level pengelola, yaitu dua dekan fakultas, tiga penjamin sistem mutu fakultas, Kepala Badan Penjaminan Mutu Universitas, serta Kepala Badan Perencanaan dan Pengembangan Universitas, penelitian ini tidak melibatkan pengelola program studi dan dosen sebagai informan wawancara; keduanya hanya dilibatkan sebagai responden kuesioner. Ketiga, penelitian ini terbatas pada pendidikan akademik program sarjana dan pada program studi dengan status akreditasi belum unggul, sehingga temuan penelitian belum mencerminkan kondisi pada pendidikan vokasi, pendidikan profesi, program pascasarjana, maupun pada program studi yang telah terakreditasi unggul.

PEMBAHASAN

Faktor Pendukung Implementasi SPMI

Temuan pada sub bab ini diperoleh dari hasil kuesioner terbuka yang diisi oleh kepala program studi, sekretaris program studi, penjamin sistem mutu program studi, serta dosen program studi, dan diperdalam melalui wawancara mendalam dengan dekan fakultas, penjamin sistem mutu fakultas, Kepala Badan Penjaminan Mutu Universitas, serta Kepala Badan Perencanaan dan Pengembangan Universitas. Faktor pendukung dalam implementasi SPMI pada program studi di lingkungan perguruan tinggi swasta di Yogyakarta dikategorikan menjadi dua, yaitu faktor eksternal dan faktor internal.

Faktor pendukung eksternal antara lain adalah regulasi undang-undang Republik Indonesia No. 12 Tahun 2012 tentang Pendidikan Tinggi, yang mewajibkan seluruh perguruan tinggi untuk mengimplementasikan SPMI. Selain itu, tuntutan masyarakat juga menjadi faktor pendukung eksternal yang signifikan. Orang tua calon mahasiswa dewasa ini semakin kritis dalam memilih perguruan tinggi. Mereka melihat status akreditasi perguruan tinggi dan program studi sebelum mendaftarkan putra-putri mereka ke perguruan tinggi. Orang tua menghendaki jaminan mutu yang baik di perguruan tinggi tempat putra-putri mereka nantinya menempuh pendidikan. Oleh karena itu, penjaminan mutu menjadi kebutuhan pokok bagi perguruan tinggi, utamanya swasta untuk membangun kepercayaan dari masyarakat.

Selanjutnya, terdapat beberapa faktor pendukung internal dalam mengimplementasikan SPMI. Salah satunya adalah komitmen pimpinan di level universitas yang kuat dalam mendukung program penjaminan mutu internal. 15 tahun lalu Badan Penjaminan Mutu (BPM) kesulitan dalam menggulirkan budaya mutu karena pimpinan belum memiliki pemahaman tentang pentingnya SPMI. Ketika program BPM tidak didukung oleh pimpinan, maka muncul resistensi di tingkat fakultas, program studi dan unit kerja terhadap program tersebut. Desain dan program BPM cenderung mendapatkan penolakan sebaik apapun program itu direncanakan. Fakultas, program studi, dan unit kerja pada waktu itu merasa tidak memiliki kewajiban untuk mengimplementasikan program penjaminan mutu karena pimpinan di tingkat universitas tidak mewajibkan program tersebut.

Setelah melalui beberapa proses, pimpinan universitas mulai memahami pentingnya penjaminan mutu internal dan budaya mutu. Instruksi dan komando turun dari pimpinan universitas agar fakultas, program studi dan unit kerja mengimplementasikan SPMI. Dengan adanya instruksi ini, BPM menjadi lebih

mudah untuk mengkoordinasi budaya mutu. Kondisi ini berimplikasi pada dukungan finansial yang memadai dari universitas. Dalam proses Audit Mutu Internal (AMI) tentu membutuhkan dana yang cukup besar dan AMI tidak akan berjalan jika tidak ada dukungan dana yang memadai.

Struktur Badan Penjaminan Mutu yang cukup lengkap juga menjadi faktor pendukung terlaksananya SPMI. BPM sebagai pengelola SPMI di tingkat universitas, mempunyai kepanjangan tangan di tingkat fakultas yang disebut Pengendali Sistem Mutu Fakultas (PSMF) yang mengkoordinasi SPMI di tingkat fakultas. Di tingkat program studi terdapat Pengendali Sistem Mutu Program Studi (PSMP) yang mengoordinasi SPMI program studi. PSMF ditunjuk oleh dekan, sementara PSMP ditunjuk oleh kaprodi, dengan mempertimbangkan minat dan pengalaman di bidang penjaminan mutu. BPM juga memiliki Auditor AMI (Audit Mutu Internal) sejumlah 50 orang yang diambil dari berbagai program studi dan fakultas melalui tahap seleksi.

Adanya sistem informasi penjaminan mutu juga menjadi faktor pendukung terlaksananya SPMI. BPM mempunyai sistem *Quality Assurance Support System* (QASS) untuk mendukung budaya mutu. Dokumen-dokumen, standar, prosedur operasional penjaminan mutu internal, dan dokumen-dokumen lain diunggah dalam sistem tersebut. Program studi mengunggah laporan evaluasi diri di QASS sehingga memudahkan Auditor dan *Auditee* dalam proses audit mutu internal. Janji-janji peningkatan mutu, laporan temuan dari auditor dan notulen rapat tinjauan manajemen, diunggah di QASS sehingga proses monitoring evaluasi serta rencana tindak lanjut temuan-temuan AMI berjalan dengan mudah. Sistem informasi ini senantiasa diperbarui dan disempurnakan untuk mendukung efektivitas pelaksanaan SPMI.

Sumber daya manusia juga menjadi faktor pendukung dalam pelaksanaan SPMI. Jumlah dosen muda yang cukup besar menjadi keuntungan tersendiri dalam proses SPMI. Mereka cenderung lebih mudah diajak bekerja sama, lebih aktif, serta mampu mengakomodasi tugas-tugas yang tidak dapat dijalankan oleh dosen lain yang kurang aktif. Dukungan proaktif juga diberikan oleh tenaga kependidikan. Terdapat kolaborasi yang baik antara tenaga pendidik dan tenaga kependidikan dalam pelaksanaan budaya mutu.

Budaya mutu di perguruan tinggi swasta di Yogyakarta ini sudah terbangun. BPM, PSMF dan PSMP berkoordinasi minimal satu bulan sekali di hari Senin pekan pertama dan melakukan koordinasi setiap proses AMI akan dijalankan untuk mensosialisasikan instrumen AMI. BPM juga mengkoordinasi pelaksanaan kegiatan penyegaran Auditor AMI untuk mengingat kembali hal-hal terkait Audit Mutu Internal serta menyamakan pemahaman satu bulan sebelum proses AMI dimulai. AMI dilaksanakan serentak seluruh program studi di bulan November setiap tahun. AMI didahului dengan proses evaluasi diri program studi.

Setelah AMI dilaksanakan, BPM melakukan monitoring dan evaluasi rencana tindak lanjut. Pada tahap pengendalian, BPM mengkoordinasi Rapat Tinjauan Manajemen Fakultas (RTMF) untuk menyelesaikan persoalan-persoalan mutu yang tidak dapat diselesaikan oleh program studi. BPM memastikan fakultas menjalankan rapat tinjauan manajemen ini. Setelah RTMF dilaksanakan,

BPM mengkoordinasi rapat tinjauan manajemen universitas untuk merangkum dan menindaklanjuti notulen permasalahan-permasalahan yang ada di fakultas.

Terkait waktu pelaksanaan AMI, ada hal yang perlu diperhatikan. AMI dilaksanakan pada rentang bulan September-November. Sedangkan rapat pimpinan untuk menyusun program prioritas tahunan dilaksanakan pada periode Juni-Juli. Terdapat jarak sekitar 6 bulan dari proses AMI ke proses penentuan program prioritas tahunan serta penyusunan anggaran. Hal ini berpotensi menunda realisasi Rencana Tindak Lanjut (RTL) AMI karena pelaksanaannya harus menunggu siklus anggaran berikutnya. Oleh karena itu siklus pelaksanaan AMI perlu ditinjau kembali agar selaras dengan waktu penyusunan anggaran universitas, sehingga RTL dapat segera dianggarkan dan direalisasikan segera.

Pelatihan-pelatihan penjaminan mutu yang diselenggarakan juga menjadi faktor pendukung pelaksanaan SPMI. BPM secara rutin mengundang narasumber untuk memberikan pemahaman kepada para auditor mutu terkait instrumen akreditasi BAN PT dan LAM PT sehingga dapat mengimplementasikannya dalam SPMI. Pembekalan-pembekalan juga dilaksanakan oleh BPM disesuaikan dengan kebutuhan penjaminan mutu. BPM juga mengikutkan para auditor dalam pelatihan yang diselenggarakan oleh pihak eksternal kampus, seperti Asosiasi Penjaminan Mutu Perguruan Tinggi Muhammadiyah-Aisyiyah (APMU PTMA) dibawah Majelis Pendidikan Tinggi, Penelitian dan Pengembengan Pengurus Pusat Muhammadiyah.

Faktor Penghambat Pelaksanaan SPMI Standar Dikti

Temuan pada sub bab ini diperoleh dari hasil kuesioner terbuka yang diisi oleh kepala program studi, sekretaris program studi, penjamin sistem mutu program studi, serta dosen program studi, dan diperdalam melalui wawancara mendalam dengan dekan fakultas, penjamin sistem mutu fakultas, Kepala Badan Penjaminan Mutu Universitas, serta Kepala Badan Perencanaan dan Pengembangan Universitas. Hambatan dan faktor yang berkaitan dengan kebijakan, sistem akreditasi, serta tata kelola penjaminan mutu diidentifikasi terutama melalui wawancara, sedangkan faktor-faktor yang bersifat operasional di tingkat program studi diperoleh dari hasil kuesioner dan dikonfirmasi melalui wawancara. Berdasarkan hasil analisis, faktor pendukung dan penghambat implementasi SPMI pada program studi di lingkungan perguruan tinggi swasta di Yogyakarta dikelompokkan ke dalam faktor eksternal dan faktor internal.

Faktor penghambat eksternal (Tabel 1) yang ada adalah BPM merasa kesulitan dalam menurunkan butir instrumen atau standar mutu yang ditetapkan oleh Lembaga Akreditasi Mandiri Perguruan Tinggi (LAM-PT) menjadi instrumen atau standar untuk Audit Mutu Internal (AMI). Ketika lembaga pengakreditasi program studi hanya BAN-PT, BPM mudah menyusun butir-butir dan mengembangkan instrumen AMI karena instrumen akreditasi semua program studi berlaku sama. Bersamaan dengan berdirinya LAM-PT, peraturan akreditasi berubah. Karena setiap LAM-PT mempunyai ciri dan idealisme masing-masing yang tidak bisa disamaratakan, sehingga secara otomatis butir-butir instrumen atau standar AMI harus berubah menyesuaikan diri.

Dengan berdirinya LAM-PT, BPM harus mengelaborasi dan mengakomodasi ciri khas masing-masing LAM-PT ke dalam instrumen AMI. BPM

memiliki tantangan dalam mencari bentuk AMI dan membutuhkan waktu dalam proses elaborasi tersebut. Ditemukan beberapa butir instrumen atau standar LAM-PT yang cukup khusus, menyebabkan BPM kesulitan mengidentifikasi secara menyeluruh sehingga ada beberapa butir yang terlewat dan tidak masuk ke dalam instrumen AMI.

Solusi dari penghambat ini adalah BPM harus berusaha lebih keras dalam upaya mengidentifikasi instrumen baru yang berbeda serta bekerja keras dalam menyusun instrumen AMI sesuai dengan ketentuan LAM-PT. Di samping itu, BPM perlu berkolaborasi bersama perguruan tinggi lain dalam menganalisis indikator atau instrumen LAM PT sehingga seluruh indikator dapat terurai dan dapat diturunkan dalam indikator atau instrumen AMI.

Adapun faktor penghambat internal pelaksanaan SPMI adalah kemampuan beberapa auditor mutu yang belum sesuai standar. BPM memiliki 50 auditor AMI yang berasal dari program studi yang berbeda. Meskipun setiap tahun diadakan kegiatan penyegaran untuk mengingat dan menyamakan pemahaman terkait AMI, akan tetapi ketika melaksanakan audit di lapangan, para auditor memiliki persepsi yang berbeda. Beberapa auditor kurang mampu dalam menggali informasi dari *auditee,* sehingga beberapa informasi yang dibutuhkan untuk audit mutu tidak diperoleh.

Hambatan kemampuan auditor yang belum standar dapat diatasi dengan membenahi sistem seleksi auditor dengan menekankan kompetensi yang harus dipenuhi untuk menjadi auditor. Selain itu, diperlukan pendampingan atau *co-auditing* oleh auditor yang berpengalaman terhadap auditor baru atau auditor yang belum memenuhi standar. Workshop serta uji kompetensi berkala juga perlu diselenggarakan untuk meningkatkan profesionalisme dan keseragaman kompetensi auditor AMI.

Kejenuhan beberapa *auditee* (pengelola program studi) juga menjadi penghambat dalam SPMI. Pimpinan program studi memiliki beban tugas yang cukup banyak dalam menjalankan Catur Dharma, sedangkan pada saat yang sama mereka harus melakukan evaluasi diri dan menjalani audit oleh auditor internal. Kondisi ini membuat sebagian *auditor* bersikap acuh tak acuh dan merasa tidak terlalu bermasalah meskipun terdapat beberapa temuan auditor dari program studi. Di luar beban kerja utama, para dosen juga mendapatkan tugas tambahan untuk melakukan promosi ke siswa sekolah menengah atas dengan tujuan agar target jumlah mahasiswa baru yang mendaftar dapat terpenuhi.

Kondisi tersebut dapat diatasi melalui penataan jadwal AMI yang lebih adaptif sesuai dengan kalender akademik program studi , serta penyederhanaan instrumen evaluasi diri dan audit agar tidak menambah beban administratif bagi auditee. Selain itu, diperlukan penguatan pemahaman mengenai manfaat audit dan SPMI melalui sosialisasi yang lebih efektif, sehingga auditee tidak lagi memandang audit sebagai tugas administratif, tetapi sebagai upaya peningkatan mutu program studi. Perguruan tinggi juga perlu menata kembali distribusi tugas promosi mahasiswa baru dengan membentuk tim khusus atau menyesuaikan beban kerja dosen, sehingga mereka dapat lebih fokus menjalankan Catur Dharma dan proses SPMI. Mekanisme *feedback* auditor yang lebih konstruktif dan

operasional juga penting agar *auditee* merasa mendapat dukungan dalam menindaklanjuti temuan audit.

Dalam beberapa kondisi, pimpinan program studi juga merasa dibebani dengan instrumen, indikator, dan standar mutu di luar kewenangan dan kapasitas mereka. Prodi merasa bahwa instrumen, indikator, dan standar mutu tersebut seharusnya dibebankan ke fakultas atau universitas yang mempunyai akses lebih luas dan memiliki kemampuan untuk mewujudkannya. Terkait persoalan ini, BPM perlu memfasilitasi pertemuan antara pengelola universitas, fakultas dan program studi untuk secara bersama-sama mengidentifikasi dan menganalisis instrumen, indikator, dan standar mutu yang dinilai berada di luar kewenangan serta kapasitas prodi untuk melaksanakan.

Pergantian pengelola atau pimpinan sering menjadi faktor penghambat dalam pelaksanaan SPMI. Koordinasi antara pengelola atau pimpinan yang baru dengan yang lama terkadang tidak berjalan dengan baik. Pengelola atau pimpinan yang baru terkadang tidak mendapatkan transfer informasi dan bekal yang cukup terkait program yang akan, sedang dan telah berjalan. Hal ini mengganggu proses keberlanjutan SPMI. Pelaksanaan SPMI juga terhambat karena pimpinan atau pengelola baru membutuhkan waktu adaptasi dalam memahami proses bisnis SPMI. Oleh karena itu, perlu ditetapkan mekanisme atau sistem transisi kepemimpinan yang diterapkan ketika akan ada pergantian kepemimpinan agar proses SPMI dapat berjalan secara efektif dan berkelanjutan.

Sebagian Penjamin Sistem Mutu Fakultas (PSMF) dan Penjamin Sistem Mutu Program Studi (PSMP) merupakan dosen muda. Dalam beberapa kondisi, hal ini menjadi penghambat dalam pelaksanaan SPMI. Salah satunya adalah ketika ada rasa sungkan terhadap pimpinan fakultas dan program studi karena senioritas. Tidak jarang PSMF dan PSMP yang tugas pokoknya sebagai pengontrol proses SPMI, justru bergeser menjadi pelaksana penjaminan mutu di lapangan. Oleh karena itu, dibutuhkan pimpinan yang terbuka di tingkat fakultas dan program studi untuk dapat menerima masukan-masukan, terutama dari PSMF dan PSMP. Di samping itu, perguruan tinggi perlu menguatkan peran dan posisi Penjamin Sistem Mutu Program Studi dan Penjamin Sistem Mutu Fakultas dalam mengawal pelaksanaan SPMI sehingga mereka dapat menjalankan tugas dengan lebih profesional dan sesuai SOP.

Kurangnya sosialisasi terkait program SPMI juga menjadi penghambat dalam pelaksanaan SPMI. Sosialisasi secara berkala dan menyeluruh dari level atas sampai bawah belum dilaksanakan dengan maksimal. Beberapa hal penting terkait SPMI belum diinformasikan dengan baik ke program studi dan dosen sehingga mereka kurang memahami standar mutu yang ditetapkan. BPM butuh media yang efektif untuk mempermudah sosialisasi program SPMI ke fakultas dan prodi. Demikian pula fakultas dan prodi membutuhkan sarana yang mudah diakses untuk menyampaikan informasi terkait SPMI ke dosen dan tenaga kependidikan.

Koordinasi yang baik sangat diperlukan, terutama di tingkat fakultas dan program studi. Pimpinan fakultas harus mampu merangkul seluruh pihak termasuk pimpinan program studi untuk memastikan pelaksanaan SPMI berjalan efektif. Di tingkat program studi, pimpinan program studi juga perlu berkolaborasi dengan dosen untuk menyamakan pemahaman dan menciptakan

budaya mutu. Selain itu, fakultas memerlukan forum khusus untuk membentuk kesepahaman mengenai pentingnya sistem penjaminan mutu internal dan menegaskan bahwa penjaminan mutu adalah tanggung jawab setiap individu baik tenaga pendidik maupun tenaga kependidikan.

Konsistensi pimpinan dan dosen juga menjadi kendala dalam pelaksanaan SPMI. SPMI merupakan proses yang berlangsung secara berkelanjutan sepanjang waktu, sehingga dibutuhkan keistiqomahan dalam menjalankan budaya mutu. Dalam praktiknya kegiatan pencatatan, administrasi dan dokumentasi, seringkali berjalan baik di awal periode, namun tidak dipertahankan secara konsisten dari waktu ke waktu. Hal ini yang menjadikan beban administrasi yang bertumpuk saat proses audit mutu internal. Pimpinan di level program studi, fakultas, dan universitas perlu menerapkan mekanisme monitoring dan evaluasi berkala, sehingga kegiatan pencatatan, administrasi, dan dokumentasi tidak hanya dilakukan menjelang audit, tetapi menjadi rutinitas manajerial sepanjang tahun.

Tabel 1 Faktor pendukung dan faktor penghambat Sistem Penjaminan Mutu Internal (SPMI)

Kategori	Faktor Pendukung	Faktor Penghambat
Eksternal	Undang-undang Republik Indonesia No. 12 Tahun 2012 mewajibkan seluruh perguruan tinggi untuk mengimplementasikan SPMI	BPM kesulitan dalam menurunkan instrumen atau standar dari Lembaga Akreditasi Mandiri Perguruan Tinggi (LAM-PT) menjadi instrumen atau standar Audit Mutu Internal (AMI).
	Tuntutan masyarakat terhadap mutu perguruan tinggi yang unggul	
Internal	Komitmen kuat pimpinan perguruan tinggi dalam mendukung implementasi SPMI	Kemampuan sebagian auditor AMI belum sesuai standar
	Struktur Badan Penjaminan Mutu yang cukup lengkap	Kejenuhan *auditee* karena tugas yang cukup banyak
	Memiliki 50 Auditor AMI	Dosen mendapatkan tugas tambahan untuk mencari mahasiswa baru
	mempunyai sistem informasi *Quality Assurance Support System* (QASS)	Terkadang program studi dibebani standar mutu di luar wewenang dan kemampuan prodi
	Jumlah dosen muda yang aktif cukup besar	Koordinasi dan transisi yang kurang baik antara pimpinan lama dengan pimpinan baru ketika terjadi pergantian
	Dukungan proaktif dari tenaga kependidikan	Penjamin sistem mutu tak jarang merasa sungkan terhadap pimpinan prodi atau fakultas yang lebih senior
	Badan penjamin mutu memiliki jadwal koordinasi rutin bulanan	Pergeseran peran penjamin sistem mutu yang bertugas mengawasi, justru menjadi pelaksana sistem mutu
	Audit mutu internal (AMI) berjalan	Kurangnya sosialisasi terkait

Kategori	Faktor Pendukung	Faktor Penghambat
	setahun sekali	program SPMI
	Terdapat Rapat Tinjauan Manajemen Fakultas dan Rapat Tinjauan Manajemen Universitas untuk menindak lanjuti AMI	Terkadang koordinasi antara fakultas dengan program studi tidak berjalan dengan baik
	Terdapat program pelatihan penjaminan mutu	Tidak konsisten dalam pencatatan, administrasi dan dokumentasi

Sumber: Hasil kuesioner terbuka dan wawancara mendalam (diolah peneliti).

KESIMPULAN

Berdasarkan hasil kuesioner terbuka dan wawancara mendalam, penelitian ini menunjukkan bahwa Sistem Penjaminan Mutu Internal (SPMI) Standar Dikti telah dilaksanakan pada program studi di perguruan tinggi swasta di Yogyakarta yang menjadi lokasi penelitian, khususnya pada program studi yang belum terakreditasi unggul. Implementasi SPMI telah mencakup seluruh tahapan siklus PPEPP, namun pelaksanaannya belum berjalan secara konsisten dan berkelanjutan pada setiap tahap, terutama pada proses evaluasi, pengendalian, dan peningkatan mutu.

Faktor pendukung implementasi SPMI yang teridentifikasi dari data penelitian meliputi regulasi Undang-Undang Republik Indonesia No. 12 Tahun 2012 tentang Pendidikan Tinggi, tuntutan masyarakat terhadap mutu perguruan tinggi, komitmen pimpinan universitas, dukungan pendanaan, keberadaan struktur Badan Penjaminan Mutu yang relatif lengkap, sistem informasi penjaminan mutu, kolaborasi antara tenaga pendidik dan tenaga kependidikan, pelaksanaan audit mutu internal secara rutin, serta adanya program pelatihan penjaminan mutu. Faktor-faktor tersebut memberikan landasan struktural dan regulatif bagi implementasi siklus PPEPP di tingkat program studi.

Adapun faktor penghambat implementasi SPMI berdasarkan hasil kuesioner dan wawancara mencakup keterbatasan kompetensi sebagian auditor mutu internal, kejenuhan *auditee* akibat beban kerja yang tinggi, pelaksanaan standar mutu yang berada di luar kapasitas program studi, pergantian pimpinan tanpa mekanisme transisi yang memadai, posisi sebagian penjamin sistem mutu yang kurang kuat secara struktural, minimnya sosialisasi program mutu kepada dosen, ketidakkonsistenan dalam menjalankan budaya mutu, serta kesulitan Badan Penjaminan Mutu dalam menurunkan standar LAM-PT ke dalam instrumen Audit Mutu Internal.

Temuan tersebut menunjukkan bahwa optimalisasi faktor pendukung dan mitigasi faktor penghambat menjadi kunci penguatan implementasi siklus PPEPP dalam SPMI. Penguatan konsistensi pada seluruh tahapan PPEPP diharapkan dapat meningkatkan kesiapan program studi dalam menyediakan data dan dokumen mutu, sehingga mampu mendukung proses akreditasi dan memperoleh capaian akreditasi yang lebih optimal.

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Gap Analysis of The Merdeka Belajar-Kampus Merdeka Policy In Islamic State Higher Education Institutions: A Case Study at UIN Syarif Hidayatullah Jakarta

Ali Alatas[1]*, Sahid Susanto[1], Zuprizal[1]

[1]Master of Higher Education Management Study Program, Graduate School, Universitas Gadjah Mada, Bulaksumur, Yogyakarta, Indonesia

Email: alialatas6797@mail.ugm.ac.id

Abstract: Higher education institutions play a strategic role as centers of academic excellence and are expected to ensure the delivery of quality education. One of the key national efforts toward this goal is the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy. This study examined the level of student satisfaction, the service quality gap between expectations and perceived reality, and institutional readiness in implementing MBKM at UIN Syarif Hidayatullah Jakarta, one of Indonesia's State Islamic Religious Universities (PTKIN) under the Ministry of Religious Affairs. Using a mixed-methods approach with a sequential explanatory design, data were collected through questionnaires distributed to 97 students across 12 faculties and 38 study programs, and through in-depth interviews with institutional policymakers. The study revealed the overall quality of MBKM service delivery remains below expectations, with an average satisfaction score of 2.92 on a five-point Likert scale and an overall gap score of –1.42 (expectation = 4.34; perception = 2.92). The analysis across the SERVQUAL dimensions reveals that Tangibles (–1.53) represent the most critical gap, followed by Responsiveness (–1.49), Reliability (–1.38), Assurance (–1.37), and Empathy (–1.35), indicating deficiencies in infrastructure, responsiveness, and policy support. The findings highlight a commitment–capacity paradox, where institutional willingness to implement MBKM is not supported by sufficient systemic readiness, particularly in terms of infrastructure, governance, and coordination mechanisms. At the policy level, the study underscores that MBKM implementation under the Ministry of Religious Affairs remains administratively adaptive but epistemologically fragmented, lacking contextual alignment with the distinctive mission of Islamic higher education. To optimize MBKM implementation and prevent students from becoming victims of systemic unpreparedness, the study recommends a critical restructuring of MBKM governance within the Ministry of Religious Affairs focusing on transparency, inter-institutional collaboration,

data-driven evaluation, and active student representation in policy formulation. Strengthening institutional readiness through leadership development, digital infrastructure, and integrative curriculum design will be essential to ensure that MBKM functions as a transformative, value-based educational ecosystem, producing graduates who are intellectually autonomous, ethically grounded, and socially responsible in embodying the principles of rahmatan lil 'alamin.

Keywords: *Service Quality, Gap Analysis, Merdeka Belajar-Kampus Merdeka (MBKM), UIN Syarif Hidayatullah Jakarta*

INTRODUCTION

VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) is a term originating from the military, aptly describing the current condition of higher education, which faces various uncertainties (Waller et al., 2019). As institutions with strategic roles as centers of academic excellence, universities are expected not only to perform administrative functions but also to address societal challenges by producing competent human resources (Mahel, 2021; Handayani, 2020; Sano & Tomoda, 2010).

Indonesia faces significant disparities in higher education quality and institutional capacity. The country has 4,523 higher education institutions and 31,399 study programs (PDDIKTI, 2025), necessitating strategic and well-implemented policies to ensure graduate competencies align with societal needs. To address this, the Ministry of Education, Culture, Research, and Technology introduced the MBKM policy, comprising eight learning programs designed to enhance student competence and relevance to current challenges (Kusumawardani et al., 2024; Mulyati, 2022).

In parallel, the Ministry of Religious Affairs (Kementerian Agama), which oversees Islamic higher education, manages 964 institutions, 59 of which are State Islamic Religious Universities (PTKIN) categorized as UIN, IAIN, and STAIN (Badan Pusat Statistik, 2023). The MoRA established guidelines for MBKM implementation through the Decree of the Director General of Islamic Education No. 7290 of 2020 (Ministry of Religion, 2020).

UIN Syarif Hidayatullah Jakarta responded positively to this policy, formalizing its implementation through Rector Decree No. 503 of 2020 on Curriculum Development Guidelines (Rector Decree No. 503, 2020). As a university with the vision "To Become a Globally Reputable University Integrating Islamic Knowledge, Indonesianness, and Science" (KEPPRES, 2002), UIN Jakarta must align its curriculum and institutional strategy to integrate Islamic scholarship with modern sciences.

Each institution interprets and implements MBKM differently based on

its background, characteristics, and student demographics (Puspitasari & Nugroho, 2021; Nofia, 2020). Curriculum design must foster knowledge depth, practical skills, and adaptive mindsets (Abualrub et al., 2013). Effective educational systems directly influence national competence and quality (Cunningham et al., 2021). Therefore, institutions must align activities with both institutional goals and student needs, ensuring readiness from conceptual understanding to service implementation to achieve student satisfaction (Sulistyawati, 2015).

At UIN Syarif Hidayatullah Jakarta, MBKM implementation requires adaptation and contextualization to ensure inclusivity across diverse fields of Islamic and social sciences, such as *tasawuf*, *tafsir-hadith*, and *dirasat islamiyah*. This poses a unique challenge in aligning MBKM objectives with institutional realities while maintaining service quality that supports students' academic and non-academic needs. Consequently, this study aimed to examine policy implementation at State Islamic Religious Universities, particularly UIN Syarif Hidayatullah Jakarta, to assess student satisfaction, identify implementation gaps, evaluate institutional alignment with MBKM, and to determine policy readiness.

METHOD

The research approach employed was a mixed-methods by combines quantitative and qualitative research through a sequential explanatory design (Toyon, 2021). The mixed-methods were used as a way to obtain comprehensive, valid, reliable, and objective information and databases about events and events (Nur et al., 2024). The quantitative validity testing was conducted on 30 respondents using the Pearson Product-Moment method, while quantitative reliability testing was carried out using Cronbach's Alpha > 0.60 with IBM SPSS version 25 application. Meanwhile, the qualitative validity testing was based on trustworthiness, authenticity, and credibility, while qualitative reliability was ensured through re-examination with the assistance of expert judgment.

The population in this study consists of the entire academic community of UIN Syarif Hidayatullah Jakarta, with quantitative sampling using the Lameshow formula (Surjanovic et al., 2024). While for qualitative research using non-probability sampling (Stratton, 2023), a purposive sampling approach was used to facilitate the selection of respondents based on the compatibility of required characteristics (Andrade, 2021). The quantitative sample in this study consisted of 97 respondents, characterized as students from the 3rd to 7th semesters who participated in the MBKM program.

Meanwhile, the qualitative sample comprised 4 respondents, including policymakers at the university, faculty, and study program levels.

The quantitative approach in this study was conducted by designing a structured questionnaire consisting of statements based on service quality variables, operationalized through the five dimensions of the SERVQUAL model: tangibles, reliability, responsiveness, assurance, and empathy (Zeithaml & Bitner, 2003). This model conceptualizes service quality as the discrepancy between expected and perceived service, providing a robust theoretical foundation for assessing the effectiveness of MBKM implementation in higher education. Measurements were carried out using a 5-point Likert scale (Batterton & Hale, 2017), ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), to evaluate both the level of student satisfaction and the gap between expectations and perceived reality of the MBKM services provided. Following service satisfaction theory, the gap score for each item was calculated as:

$$\text{Gap Score} = \text{Perceived Service (P)} - \text{Expected Service (E)} \quad (1)$$

A positive gap (+) indicates that the perceived reality exceeds expectations, representing a strength in service delivery. A negative gap (-) indicates that student expectations surpass perceived service, revealing areas requiring improvement. The magnitude of the gap provides further insight: larger differences suggest that students perceive the services as far from their expectations, whereas smaller differences indicate closer alignment between service provision and expectations. By aggregating these gap scores across the five SERVQUAL dimensions, this study provides a systematic and dimension-level analysis of MBKM service quality, allowing for the identification of specific areas for improvement. This quantitative assessment is further reinforced by the readiness framework, which examines the institution's capacity to meet stakeholder expectations (Al-Harthi & Karp, 2019).

The integration of SERVQUAL and the readiness framework provides a theoretically grounded approach to evaluate both the perceived quality of services and the organization's preparedness to implement MBKM programs effectively. The qualitative approach was conducted through in-depth interviews with various relevant stakeholders, literature studies, and documentation related to MBKM policy implementation at UIN Syarif Hidayatullah Jakarta. This qualitative data allowed for contextual exploration, providing insights into operational challenges, policy interpretation, and organizational practices that influence student satisfaction.

By combining quantitative and qualitative methods, a methodological triangulation approach, the study achieves both descriptive and explanatory depth, addressing unresolved issues and producing research that is oriented toward practical problem-solving. By explicitly linking SERVQUAL, service satisfaction theory, and readiness framework, this study establishes a comprehensive theoretical and methodological foundation, ensuring that both the measurement and interpretation of MBKM service quality are grounded in established theory. This integration allows for evidence-based recommendations for policy refinement and service improvement, providing value for both academic and practical contexts.

FINDINGS AND DISCUSSION

This study involved 101 respondents, consisting of 97 quantitative respondents who were students participating in the MBKM policy across 13 faculties. While the other 4 respondents were policymakers at UIN Syarif Hidayatullah Jakarta who intersect with related policies. The questionnaire was distributed between November and December 2024, a questionnaire with 20 statements using Google Forms and shared via various digital social media platforms such as WhatsApp, Instagram, and Email, as well as through direct meetings. After distributing the questionnaire, the researchers conducted face-to-face interviews one by one, collecting literature studies and related documentation. The respondents in this study included 12 faculties, 3 scientific clusters, and 38 study programs. Additionally, the 4 qualitative respondents were relevant policymakers, selected using a qualitative approach.

Respondent Characteristics

The quantitative approach was carried out by distributing items containing statements based on service quality variables. The characteristics of the respondents in this study can be described as seen in Table 1.

Table 1. Respondents by gender

Gender	Frequency (n)	Percentage (%)
Male	39	40.2
Female	58	59.8
Total	**97**	**100**

Based on Table 1, it can be seen that there are 39 male respondents with a percentage of 40.2% and 58 female respondents with a percentage of 59.8%. Therefore, it can be concluded that the dominant gender in this study

is female. Furthermore, the characteristics of respondents based on the semester are as seen in Table 2.

Table 2. Respondents by semester

Semester	Frequency (n)	Percentage (%)
3rd semester	16	16.5
5th semester	40	41.3
7th semester	41	42.2
Total	**97**	**100**

Based on the semester, the researcher found 16 respondents currently in their 3rd semester with a percentage of 16.5%, 40 respondents or 41.3% were in their 5th semester, and 41 respondents or 42.2% were in their 7th semester. The distribution of respondents in this study was dominated by respondents from the 5th and 7th semesters. In addition, the following is a table of respondent characteristics based on faculty:

Table 3. Respondents by faculty

Faculty	Frequency (n)	Percentage (%)
Faculty of Ushuluddin	8	8.2
Faculty of Dirasah and Islamiyah	6	6.2
Faculty of Tarbiyah and Teaching	9	9.3
Faculty of Da'wah and Communication Sciences	25	25.8
Faculty of Arts and Humanities	3	3.1
Faculty of Syariah and Law	7	7.2
Faculty of Social and Political Sciences	8	8.2
Faculty of Psychology	7	7.2
Faculty of Economics and Business	5	5.2
Faculty of Science and Technology	17	17.5
Faculty of Health	2	2.1
Total	**97**	**100**

Based on Table 3, it can be seen that the respondents in this study represent 13 faculties, with the highest number of respondents from the Faculty of Da'wah and Communication Sciences, as many as 25 respondents, with a percentage of 25.8%, and the lowest respondents from the Faculty of Health, with only 2 respondents, or 2.1%. The following are the characteristics of the respondents based on their study programs can be seen in Table 4.

Table 4. Respondents by study program

Study Program	Frequency (n)	Percentage (%)
Faculty of Ushuluddin		
Hadits Science	2	2.06
Tasawuf Science	1	1.03
Al-Qur'an and Tafsir Studies	4	4.12
Religious Studies	1	1.03
Faculty of Dirasah and Islamiyah		
Dirasah Islamiyah	6	6.19
Faculty of Tarbiyah and Teaching		
Social Studies Education	1	1.03
Islamic Education	2	2.06
Chemistry Education	5	5.15
Physics Education	1	1.03
Faculty of Da'wah and Communication Sciences		
Islamic Broadcasting Communication	2	2.06
Da’wah Management	10	10.31
Social Welfare	4	4.12
Islamic Community Development	5	5.15
Islamic Guidance and Counseling	5	2.06
Journalism	2	2.06
Faculty of Arts and Humanities		
Translation	1	1.03
English Literature	1	1.03
Arabic Literature	1	1.03
Faculty of Syariah and Law		
Law Science	1	1.03
Syariah Economic Law	2	2.06
Family Law	3	3.09
Islamic Criminal Law	1	1.03
Faculty of Social and Political Sciences		
Political Science	4	4.12
International Relations	3	3.09
Sociology	1	1.03
Faculty of Psychology		
Psychology	7	7.22
Faculty of Economics and Business		
Management	3	1.03

Study Program	Frequency (n)	Percentage (%)
Accounting	2	2.06
Development Economics	1	1.03
Faculty of Science and Technology		
Mathematics	1	1.03
Physics	2	2.06
Chemistry	6	6.19
Biology	1	1.03
Agribusiness	4	4.12
Engineering Informatics	1	1.03
Information Systems	2	2.06
Faculty of Health		
Public Health	1	1.03
Pharmacy	1	1.03
Total	**97**	**100**

Based on Table 4 it shows that there are respondents from 38 study programs, with these programs spread across various academic clusters, including religious studies, social humanities, and science and technology. However, the majority of respondents based on study programs are from the social humanities cluster, followed by religious studies, and then science and technology. The inequality in the number of respondents based on study programs is because the institution's science is predominantly filled by religious and social humanities clumps of around 80% which are spread across various faculties.

Instrument Testing Data

1. Validity Test Results

Quantitative validity test was conducted to assess the validity of each statement item, where the validity results were based on the comparison between the reality and the expectations of the respondents. The validity test was performed on 30 students who shared similar characteristics to the respondents in the actual study. The level of validity of each item with the level of reality and expectations has a validity of 100% with a r-count that has a significant value.

Table 5. Reality level validity test

Indicator	Item	r-table	r-count	Criteria
Tangibles	X1	0.361	.885**	Valid
	X2	0.361	.847**	Valid
	X3	0.361	.873**	Valid
	X4	0.361	.887**	Valid
Responsiveness	X5	0.361	.840**	Valid
	X6	0.361	.854**	Valid
	X7	0.361	.867**	Valid
	X8	0.361	.868**	Valid
Reliability	X9	0.361	.835**	Valid
	X10	0.361	.890**	Valid
	X11	0.361	.856**	Valid
	X12	0.361	.900**	Valid
Assurance	X13	0.361	.863**	Valid
	X14	0.361	.901**	Valid
	X15	0.361	.904**	Valid
	X16	0.361	.872**	Valid
Empathy	X17	0.361	.845**	Valid
	X18	0.361	.928**	Valid
	X19	0.361	.864**	Valid
	X20	0.361	.874**	Valid

Table 6. Validity test of expectation level

Indicator	Item	r-table	r-count	Criteria
Tangibles	X1	0.361	.912**	Valid
	X2	0.361	.929**	Valid
	X3	0.361	.944**	Valid
	X4	0.361	.907**	Valid
Responsiveness	X5	0.361	.895**	Valid
	X6	0.361	.929**	Valid
	X7	0.361	.877**	Valid
	X8	0.361	.919**	Valid
Reliability	X9	0.361	.895**	Valid
	X10	0.361	.937**	Valid
	X11	0.361	.980**	Valid
	X12	0.361	.911**	Valid
Assurance	X13	0.361	.923**	Valid
	X14	0.361	.971**	Valid
	X15	0.361	.925**	Valid
	X16	0.361	.968**	Valid
Empathy	X17	0.361	.922**	Valid

Indicator	Item	r-table	r-count	Criteria
	X18	0.361	.909**	Valid
	X19	0.361	.936**	Valid
	X20	0.361	.921**	Valid

Meanwhile, the validity test in the qualitative approach was conducted using the triangulation method. Triangulation is a technique for verifying and cross-checking data by comparing it with sources or criteria outside of the source in order to enhance the credibility and validity of the data.

2. Reliability Test Results

Reliability testing was conducted to measure the consistency of each statement item in the questionnaire. Based on the data below, it can be seen that the Cronbach's Alpha value for reality is 0.966 (Table 7).

Table 7. Reliability test of reality

Cronbach's Alpha	N of Items
0.966	20

In addition to the reality level, the reliability at the expectation level is 0.983 (Table 8). Therefore, the results of this reliability test indicate that the questionnaire distribution to the study respondents can be carried out.

Table 8. Expectation reliability test

Cronbach's Alpha	N of Items
0.983	20

While the qualitative reliability test was conducted by evaluating the interview results to ensure that there were no errors in the interview process or during the transcription of the interview results. Then, rechecking based on the results of interviews that have been conducted with expert judgment or supervisors in this study to find out any errors in the implementation process.

Student Satisfaction

The results of the satisfaction distribution (Tabel 9) indicate that the overall level of student satisfaction with the MBKM program is low to moderate, reflecting that the services provided by the institution have not yet met the expectations of students. Student satisfaction in this study was measured using a five-point Likert scale, with 1 = very dissatisfied, 2 = dissatisfied, 3 = moderately satisfied, 4 = satisfied, and 5 = very satisfied (Joshi et al., 2015). This scale allows a structured interpretation of how respondents perceive and evaluate the quality of institutional services based on their experiences.

Table 9. Distribution of Satisfaction Score

Dimensions	Reality		Expectations	
	Σ Score	Average	Σ Score	Average
Tangibles				
Availability of a unit, division, or office that specifically handles the implementation of MBKM	241	2.48	407	4.20
Availability of guidelines, technical guidelines regarding the MBKM curriculum	257	2.65	410	4.23
Availability of access to information in the form of a web, portal, or special page to support MBKM	275	2.84	413	4.26
Availability of education personnel who assist in the implementation of MBKM	280	2.89	417	4.30
Reliability				
Competence of leaders (Rector, Dean, Head of Study Program) In understanding the MBKM policy	295	3.04	432	4.45
Competence of lecturers/mentors in understanding MBKM policy	300	3.09	428	4.41
Ability of education personnel in MBKM services	296	3.05	434	4.47
The ability of leaders, lecturers, and education staff to provide solutions to MBKM problems	298	3.07	431	4.44
Responsiveness				
Competence of leaders (University, LPM, Dean,	284	2.93	422	4.35

Dimensions	Reality		Expectations	
	Σ Score	Average	Σ Score	Average
Study Program) to solve MBKM problems				
Lecturer's competence in providing alternative solutions to MBKM complaints	280	2.86	417	4.30
Education personnel are quick and responsive to MBKM problems	263	2.71	415	4.28
Lecturers or supervisors always provide consultation time related to the implementation of MBKM	276	2.85	426	4.39
Assurance				
Leaders, lecturers, and education staff are friendly in serving MBKM	318	3.28	431	4.44
Leaders explain MBKM consistently	285	2.94	423	4.36
Lecturers provide detailed and systematic information related to the implementation of MBKM	292	3.01	427	4.40
Educational personnel provide clear information in the form of the MBKM administration flow	276	2.85	420	4.33
Empathy				
Leaders provide support for the implementation of MBKM	304	3.13	426	4.39
Lecturers give special attention to students who participate in MBKM	285	2.94	415	4.28
Education personnel are always up to date in providing MBKM information	280	2.89	424	4.37
Leaders, lecturers, and education staff always provide consultation time during the MBKM implementation process.	293	3.02	420	4.33

Overall, the analysis demonstrates that average satisfaction scores range between 2.48 and 3.28, which fall under the dissatisfied-to-moderately satisfied category. According to the SERVQUAL model developed by Parasuraman et al. (1988), these results indicate that the perceived quality of services remains below the level expected for optimal educational support.

Student satisfaction is largely determined by the institution's ability to provide consistent, reliable, and responsive services, along with tangible facilities, assurance, and empathy in academic interactions.

1. Tangibles
   The Tangibles dimension assesses service quality based on the availability and condition of facilities, equipment, materials, and technology that can be directly experienced by users (Yunus Alaan, 2016). The results show that this dimension achieved the lowest satisfaction scores among all five dimensions, with mean values ranging from 2.48 to 2.89. The lowest satisfaction (Σ = 241, M = 2.48) was recorded for the availability of a unit, division, or office that specifically handles MBKM implementation, reflecting inadequate administrative structures and limited institutional readiness. Conversely, the highest mean (Σ = 280, M = 2.89) was found for the availability of educational personnel assisting MBKM implementation, suggesting that although personnel strive to be helpful, infrastructural and technological support remains insufficient. This finding aligns with Kotler and Keller's (2016) argument that physical evidence serves as a critical factor influencing perceptions of institutional credibility. Therefore, to improve satisfaction in this dimension, universities must strengthen their physical and digital infrastructures, develop web-based MBKM information systems, and ensure the consistent presence of staff who can assist students throughout the program's administrative and operational processes.

2. Reliability
   The Reliability dimension measures the ability of the institution to deliver services accurately, consistently, and in accordance with student needs (Parasuraman et al., 1988). The mean scores for this dimension range between 3.04 and 3.09, indicating a moderate or neutral level of satisfaction. The highest average (Σ = 300, M = 3.09) was found in the competence of lecturers and mentors in understanding MBKM policy, followed by the education personnel's ability to deliver MBKM services (Σ = 296, M = 3.05). These findings suggest that while academic personnel are perceived as knowledgeable and competent, institutional processes supporting MBKM implementation are not yet optimized for consistency and reliability. As stated by Zeithaml et al. (2020), reliability represents the core component of service quality because users form their trust

based on repeated accuracy in service delivery. Hence, to enhance reliability, continuous capacity-building programs and the establishment of clear MBKM standard operating procedures (SOPs) are essential.

3. Responsiveness
   The Responsiveness dimension evaluates how promptly and willingly institutional actors assist students and address their needs (Grönroos, 2007). Satisfaction scores in this category are generally low, ranging between 2.71 and 2.95. The lowest mean score (Σ = 263, M = 2.71) was found for education personnel's quickness and responsiveness to MBKM problems, implying that delays and lack of proactive communication hinder effective service delivery. The highest mean (Σ = 284, M = 2.95) was recorded for leaders' competence in solving MBKM problems. According to Ladhari (2009), responsiveness is crucial in shaping user satisfaction, as it represents an organization's ability to adapt and react to service needs efficiently. Therefore, universities must develop faster feedback channels, such as digital helpdesks or real-time consultation systems, to improve responsiveness and strengthen students' perceptions of supportive institutional behavior.

4. Assurance
   The Assurance dimension concerns the competence, courtesy, and credibility of staff in delivering services that instill confidence in students (Parasuraman et al., 1988). This dimension received satisfaction scores ranging from 2.98 to 3.28, which correspond to moderately satisfied perceptions. The highest mean (Σ = 318, M = 3.28) pertains to leaders, lecturers, and staff being friendly in serving MBKM, while the lowest mean (Σ = 292, M = 2.98) relates to educational personnel providing clear information about MBKM administrative procedures. This result indicates that interpersonal behavior is positively viewed by students, but clarity and systematic information dissemination remain lacking. According to Oliver (1997), satisfaction arises not only from performance outcomes but also from the confidence users feel in the service process. Therefore, increasing transparency, improving staff communication skills, and providing detailed procedural guidance are vital strategies for improving assurance.

5. Empathy
   The Empathy dimension reflects the degree of personal attention and understanding that staff and leaders show toward students' needs (Zeithaml et al., 2020). Satisfaction levels in this dimension range between 2.92 and 3.13, signifying moderately satisfied perceptions. The highest mean (Σ = 304, M = 3.13) was recorded for leaders providing support for MBKM implementation, while the lowest (Σ = 292, M = 2.92) was observed in leaders, lecturers, and staff providing consultation time during MBKM implementation. According to Grönroos (2007), empathy represents the humanistic component of service quality that builds emotional connection and loyalty. Therefore, the institution should establish consistent mentoring schedules, active academic counseling, and inclusive communication practices to strengthen empathetic engagement with students.

Based on all five SERVQUAL dimensions, the overall student satisfaction toward MBKM services falls within the 2.48–3.28 range on the Likert scale, which corresponds to the dissatisfied-to-moderately satisfied level. This result indicates that while academic staff and leaders demonstrate adequate interpersonal engagement, institutional systems, responsiveness, and infrastructure are not yet fully optimized. According to Oliver's (1999) cumulative satisfaction theory, satisfaction is the result of repeated evaluations of service experiences. The consistent "moderately" scores across dimensions imply that students have not yet experienced service performance that exceeds their expectations. Consequently, to enhance satisfaction, higher education institutions must adopt an integrated strategy that simultaneously improves tangibles, ensures reliability, accelerates responsiveness, strengthens assurance, and deepens empathy across all MBKM-related services.

Gap Level

The gap level based on the average score is categorized according to the following scale: very dissatisfied (0.01 – 1.00), dissatisfied (1.01 – 2.00), moderately satisfied (2.01 – 3.00), satisfied (3.01 – 4.00), and very satisfied (4.01 – 5.00) as seen in Table 10. The calculation is performed by subtracting the average reality score from the expectation score. The calculation of the service quality gap follows the SERVQUAL approach formulated by Parasuraman et al. (1988), where the gap score is derived from the difference between perceived service (P) and expected service (E), expressed as Gap = P − E. A positive value indicates that perceived performance exceeds expectations

(indicating satisfaction), while a negative value demonstrates that expectations surpass reality, suggesting areas where the service requires improvement.

The results of the study show an average score of -1.42. The gap score is used to determine the extent of the difference between the expectations of students regarding the service and the reality, or what students directly experience. The following is a table showing the distribution of gap values related to the implementation of the policy:

Table 10. Distribution of Gap Values

Dimensions	Reality	Expectations	Value	Category
Tangibles	2.71	4.24	-1.53	Not Satisfied
Reliability	3.06	4.45	-1.38	Not Satisfied
Responsiveness	2.84	4.33	-1.49	Not Satisfied
Assurance	3.02	4.38	-1.37	Not Satisfied
Empathy	2.99	4.34	-1.35	Not Satisfied
Total	2.92	4.34	-1.42	Not Satisfied

In this study, the average gap score is 1.42, indicating that overall student satisfaction with the MBKM services is low, and the perceived reality of service provision remains significantly below expectations. This negative gap suggests that although students view the MBKM program as important and necessary, institutional performance has not yet met their expectations.

The gap score serves as a diagnostic indicator, showing the degree of mismatch between what students expect and what they experience regarding MBKM policy implementation. The detailed distribution of gap values, as shown in Table 10, demonstrates that across all five SERVQUAL dimensions, the category consistently falls under “Not Satisfied.” The results are as follows: Tangibles (–1.53), Reliability (–1.38), Responsiveness (–1.49), Assurance (–1.37), and Empathy (–1.35), with an overall total average of –1.42.

The largest gap is found in Tangibles, indicating that students perceive institutional facilities, infrastructure, and technological tools to be inadequate in supporting MBKM activities. Conversely, the smallest gap appears in Empathy, suggesting that interpersonal support and understanding from staff and lecturers are relatively better, though still below expectations. According to Oliver’s Expectation–Disconfirmation Theory (1980, 1997), satisfaction arises when perceived performance meets or exceeds expectations, while dissatisfaction occurs when performance falls short. In this context, the negative disconfirmation reflected in the 1.42 gap shows that students consistently perceive the MBKM services as underperforming relative to their expectations. This is further supported by Grönroos’ (2007) service quality

model, which emphasizes that both technical quality (the tangible results and systems) and functional quality (the delivery process and interaction) influence user satisfaction.

The data suggest that both aspects especially the technical quality require institutional strengthening. The results also align with the Five-Gap Model of Service Quality by Parasuraman et al. (1985), which identifies potential discrepancies in organizational service delivery. The consistently negative results imply the presence of: a knowledge gap, where the institution misinterprets students' MBKM needs; a design gap, reflecting that the service framework is not yet effectively aligned with those needs; a delivery gap, indicating inconsistencies in implementation; and a communication gap, where institutional information about MBKM does not match actual experiences. All these factors contribute to Gap 5 the perception gap, which this study directly measures and which captures the difference between student expectations and perceived service quality. The findings highlight the need to address institutional readiness, as emphasized by Al-Harthi and Karp (2019), who argue that educational innovation such as MBKM requires adequate organizational capacity, digital infrastructure, and adaptive culture. The high student expectations observed in this study are consistent with the MBKM program's transformative goals, which emphasize autonomy, experiential learning, and institutional flexibility.

However, the significant negative gap indicates that these aspirations have not yet been fully realized in practice. In practical terms, the gap results suggest several policy implications for MBKM implementation. First, the high gap in Tangibles (–1.53) calls for investment in learning infrastructure, digital platforms, and administrative systems that facilitate MBKM activities. Second, the gap in Responsiveness (–1.49) highlights the need for faster communication channels and clearer procedural guidance to support students during program participation. Third, although Empathy (–1.35) has the smallest gap, institutions must still strengthen mentoring and advisory systems to provide more personalized support. These improvements are aligned with Zeithaml et al. (2020), who argue that consistent enhancement of both physical and human service components is necessary to build sustainable user satisfaction.

In summary, the 1.42 average gap score confirms that the institution's service quality in MBKM implementation remains below student expectations across all SERVQUAL dimensions. This finding underscores the urgency for universities to strengthen service management, align administrative procedures with student-centered values, and enhance infrastructure readiness. Addressing these gaps not only improves satisfaction but also ensures that MBKM achieves its intended function as a transformative

learning ecosystem, one that empowers students through flexible, inclusive, and high-quality educational experiences.

Institutional Readiness

The Interviews with stakeholders at UIN Syarif Hidayatullah Jakarta reveal that institutional readiness for MBKM implementation remains limited and in transition, with strategic discussions still ongoing at the university, faculty, and study program levels. The institution shows strong policy commitment but insufficient operational capacity, reflecting a structural–functional imbalance between planning and execution. The interviews indicate that the university has initiated several internal measures, curriculum redesign, socialization programs, and partnership expansion to align with MBKM objectives. However, these efforts are constrained by fragmented coordination, unclear Standard Operating Procedures (SOPs), limited administrative resources, and inadequate digital infrastructure. This condition aligns with Weiner's (2009) model of organizational readiness for change, which emphasizes that readiness depends on both institutional commitment and collective capability. Stakeholders acknowledged that MBKM services vary across faculties due to the absence of standardized mechanisms, confirming Lipsky's (1980) Street-Level Bureaucracy Theory, where implementation outcomes rely heavily on individual discretion when institutional systems are weak. This inconsistency contributes to the low satisfaction and negative service quality gap (–1.42) observed in the quantitative results.

Externally, implementation challenges stem from policy fluidity, regulatory complexity, and uneven support from partner institutions, reflecting what Hill and Hupe (2014) identify as a policy–context misalignment. Although collaborations with government, industry, and NGOs exist, they remain project-based and unsustained, limiting MBKM's long-term impact. From a theoretical standpoint, UIN's condition illustrates a "commitment–capacity gap" (Al-Harthi & Karp, 2019): the institution demonstrates normative alignment with MBKM ideals but lacks technical and infrastructural readiness to realize them effectively. Strengthening readiness thus requires: Policy standardization through clear SOPs and MBKM indicators; Administrative and digital capacity building to improve service reliability; Sustainable partnerships for consistent experiential learning; and Governance integration, embedding MBKM in performance and quality assurance systems. In line with Kotter's (1996) Change Management Model, UIN must shift from reactive adaptation toward proactive institutionalization ensuring that MBKM evolves from a compliance-driven policy into a sustainable, transformative academic culture.

"Directly, we always strive to provide the best for the students, but again, we realize that various limitations certainly require time to address these issues, due to the differing characteristics of the institution and, of course, the different approaches." - DM.

In addition to the internal aspects mentioned, the institution's readiness is also influenced by the flexibility of the institution in implementing the policy.

"We need to understand that UIN or this PTKIN university is different from others, so the approach must also be different. Our academic focus is dominated by Islamic studies and social humanities. Therefore, if MBKM is expected to align with the business world and the industrial world, the standards are too low, and the alignment with us also requires a very thorough and in-depth study." - FF.

Externally, the institution's readiness is certainly influenced by the readiness of regulators to issue comprehensive policies, not merely recommendations or regulations. Beyond that, it involves the readiness of infrastructure and supporting facilities for the implementation of the policy.

"Internally, it is certainly very disruptive because the Ministry of Religious Affairs, in addition to issuing regulations, should also provide supporting infrastructure, such as administrative reporting. This has not been maximized yet; it only began around 2023, which has greatly disrupted our processes at the implementing institution." - MR.

Another external factor is the lack of seriousness from the Ministry of Religious Affairs, which impacts the implementation of services at the implementing institution. The overlap between policies from the Ministry of Education and Culture and the Ministry of Religious Affairs is one of the fundamental issues causing the overlap in the implementation of this policy.

"We know that this policy is primarily a legal product and regulation issued by the Ministry of Education and Culture. Therefore, the policy implementation by the Ministry of Religious Affairs is less than optimal because it is just a copy-paste and waiting for further derivative policies. If it's hard for us, whose institution is already accredited as A, how about other institutions? We also know that there are limitations, disparities, and differences in quality. Additionally, it is certainly difficult to understand the intent and implement it in university policies while providing good services." - DM.

Institutional readiness factors in addition to interpreting the intent and purpose of the policy, of course, there are also several factors that cause low student or academic community satisfaction with implementation. The

seriousness and commitment of the regulatory institution are essential, not just in executing regulations but also in providing facilitation across various aspects. This ensures that the service implementation can run optimally and provide transparency regarding access to information and other supporting aspects for students. As a result, it can address the issues concerning what students need during the policy implementation process.

Research Exploration

1. Position of Institution in the MBKM Framework

UIN Syarif Hidayatullah Jakarta, as a state Islamic higher education institution with Public Service Agency (BLU) status and "A" accreditation (BAN-PT Decree No. 25/SK/BAN-PT/Akred/PT/II/2018), occupies a significant position among Indonesian universities implementing the MBKM policy. Its hybrid orientation, integrating Islamic studies and modern sciences, forms both a distinctive strength and a systemic challenge in aligning with MBKM's philosophy of academic freedom and interdisciplinary collaboration. The integration of religion and science in UIN's curriculum demands not only intellectual synthesis but also institutional transformation. As Mezirow's (1991) Transformative Learning Theory posits, true learning occurs when students reframe existing paradigms through critical reflection. The MBKM should function not merely as an administrative reform but as a pedagogical catalyst that encourages contextual reinterpretation of religious values within scientific and social realities. Without this transformation, the institutional mission risks remaining symbolic rather than functional in addressing contemporary societal issues.

2. Alignment and Strategic Readiness for the MBKM Program

Empirical data and interviews reveal that UIN's alignment with MBKM remains at the normative compliance stage, characterized by partial adaptation to national frameworks but limited institutional consolidation. This reflects what DiMaggio and Powell (1983) describe as normative isomorphism, where conformity to external policy standards occurs without substantial internal innovation. Stakeholder interviews show that efforts such as curriculum revision, policy dissemination, and partnership expansion are ongoing but fragmented. This fragmentation is consistent with the implementation gap theory (Sabatier & Mazmanian, 1980), indicating that strong policy intentions are often undermined by contextual and operational constraints. Such barriers explain the institution's low satisfaction and large negative gap scores (–1.42), as institutional responsiveness to MBKM expectations remains hindered by bureaucratic structures and uneven digital infrastructure. To move beyond compliance, UIN must develop contextualized

MBKM models that integrate religious ethics and experiential learning. This requires strengthening organizational readiness, encompassing leadership alignment, procedural standardization, and digital support systems (Weiner, 2009). Through this approach, MBKM becomes an embedded institutional culture rather than an external mandate.

3. The seriousness of the Ministry of Religious Affairs

Since 2020 the Ministry of Religious Affairs (Kementerian Agama) has adopted MBKM-aligned policies to synchronize with the Ministry of Education and Culture (MOEC). However, this alignment largely remains administrative and reactive. Derivative policies still mirror MOEC's models without sufficient contextual adaptation to PTKIN's unique epistemological and institutional identity. The establishment of the Merpati Portal in 2023 is a step toward digital integration, yet it still faces interoperability and accessibility issues, reflecting *implementation fragmentation* (Hill & Hupe, 2014). This underscores the necessity for the Ministry of Religious Affairs to adopt a differentiated policy model, one that views institutional diversity as a source of innovation rather than deviation from the norm.

In the MBKM context, PTKIN institutions should redefine MBKM through a religious and ethical lens, integrating civic responsibility, scientific innovation, and religious moderation. Such contextual differentiation supports Al-Harthi and Karp's (2019) argument that successful educational innovation requires harmonizing institutional identity with readiness for change.

4. Synthesis and Policy Implications

The findings indicate that the implementation of the Merdeka Belajar–Kampus Merdeka (MBKM) policy at UIN Syarif Hidayatullah Jakarta reveals a persistent structural imbalance between institutional ambition and operational capacity. The consistent negative gap across all SERVQUAL dimensions reflects a systemic misalignment where policy compliance does not translate into service excellence or pedagogical transformation. This dynamic exemplifies what may be termed a commitment–capacity paradox—a situation in which strong institutional commitment to MBKM ideals is constrained by limited managerial, infrastructural, and technological readiness (Oliver, 1997; Zeithaml et al., 2020). Within the broader context of Islamic higher education under the Ministry of Religious Affairs (MORA), similar patterns are observed. MBKM has been largely interpreted administratively rather than epistemologically, focusing on procedural conformity rather than curricular and pedagogical integration (Al-Harthi & Karp, 2019).

By contrast, leading public universities under the Directorate General of Higher Education (DIKTI), such as Universitas Gadjah Mada (UGM) and Universitas Indonesia (UI), exhibit more mature MBKM ecosystems through structured governance, robust digital platforms, and strategic partnerships with industry stakeholders (Kemendikbudristek, 2022). These institutions demonstrate that MBKM success depends not only on policy adoption but on the internal coherence of institutional systems that enable innovation, autonomy, and adaptive learning (Yamin & Syahrir, 2022). From a theoretical perspective, this study reinforces the relevance of service quality and institutional alignment frameworks (Grönroos, 2007; Zeithaml et al., 2020) in evaluating higher education reforms.

The observed service gap underscores that effective policy implementation requires synergy between technical quality (infrastructure, governance, and systems) and functional quality (communication, responsiveness, and academic culture). In Islamic higher education, this synergy must be contextualized epistemologically, integrating religious values and scientific inquiry as a unified basis for innovation and service ethics (Azra, 2021).

CONCLUSION

The study reveals that the overall quality of MBKM program service delivery at UIN Syarif Hidayatullah Jakarta remains below institutional and student expectations, evidenced by an average satisfaction score of 2.92 and an overall gap score of –1.42 (expectation = 4.34; perception = 2.92). This negative discrepancy across all SERVQUAL dimensions—Tangibles (–1.53), Reliability (–1.38), Responsiveness (–1.49), Assurance (–1.37), and Empathy (–1.35) indicates a systemic shortfall in service performance. The most critical weakness lies in Tangibles, signaling infrastructural and technological inadequacies that hinder the operationalization of MBKM. While the relatively smaller gap in Empathy reflects stronger interpersonal engagement, it remains insufficient to offset broader structural deficiencies.

This condition reflects a commitment–capacity paradox: institutional willingness to comply with MBKM policy is not matched by adequate systemic readiness. Consistent with Oliver's (1997) Expectation–Disconfirmation Theory and Zeithaml et al. (2020) service alignment model, the persistent negative gap demonstrates misalignment between policy ambition and institutional capability. Without structural recalibration, MBKM risks devolving into bureaucratic compliance administratively correct yet pedagogically hollow.

Addressing the –1.42 gap, therefore, requires more than managerial adjustments; it demands epistemic reorientation, leadership transformation,

and governance reform. MBKM should be reframed not as a top-down directive but as a value-based educational ecosystem that harmonizes intellectual rigor, ethical consciousness, and social responsibility. For UIN Syarif Hidayatullah Jakarta, this entails reinforcing academic leadership, expanding digital and infrastructural readiness, and integrating faith–science paradigms within the curriculum to foster creative, contextually grounded learning experiences.

At the policy level, the Ministry of Religious Affairs (Kementerian Agama) must urgently shift from administrative adaptation to epistemological contextualization. MBKM program implementation within Islamic higher education requires differentiated policies aligned with each institution's vision, resources, and epistemic framework. The current one-size-fits-all model produces asymmetrical outcomes, where students become victims of systemic unpreparedness rather than beneficiaries of educational innovation. A critical restructuring of the Ministry of Religious Affairs MBKM program governance is thus imperative, prioritizing transparency, inter-institutional collaboration, data-driven evaluation, and active student representation in policy formulation. Only through such structural and epistemic reform can the MBKM program achieve its transformative intent: producing graduates who are not merely compliant learners but empowered agents of change, intellectually autonomous, ethically grounded, and socially responsible, embodying the principles of *rahmatan lil 'alamin* within modern higher education.

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